

Arkansas School-Age "LINKS"

June 2005

Summer Program Guidelines

ASU Childhood
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School-Age
"LINKS"
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and formatted
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Services

School-age child care in the summer differs greatly from the rest of the year. Choice play and activity centers, often the core of after-school programming, aren't enough for the long days and weeks of summer. This is a time when more involved activities and long-range projects are needed. Changing the environment by rearranging the classroom and setting up new interest centers will help the children make the transition from after school care to all-day care. The following is information which may be helpful.

Programming Ideas

Themes

Themes can help spark creativity planning, especially when the children are (as they should be) doing the planning. Goals can be set, themes can be created. Activities, trips and events related to the themes can be planned. Books and films related to these can be borrowed from the library. Examples: Photography/Vegetable Dying/Crafts.

Badge

A badge system can help keep children motivated and interested during the summer and help them set long-term goal. Different levels to each badge will accommodate the wide age range and level of ability found in a typical school-age group. Work to earn badges can be done during planned activity time. To begin:

1. Plan kinds of badges children can earn.
2. Plan list of activities necessary to obtain each badge.
3. Plan activities to help children earn badges.

Workshops

The following can be done on a weekly basis and can be provided by teachers (staff) or volunteers (experts) from the community: sewing, wrestling, dancing, karate, swimming, nutrition.

- Gardening—planning the garden, digging and sowing seeds, weeding, watering and cooking grown produce.



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Director's Corner

- Cooking—including planning, shopping, preparing, eating and clean-up.
- Scouting—Boy Scouts, Girl Scouts, Cub Scouts, and Brownies.

Special Activities

- Marathon games (Monopoly™, etc.)
- Tournaments (pool, checkers, jumping rope, backgammon, hula-hoping)
- Indoor skating
- "Snowball" fights with yarn balls
- Newsletters the children make themselves.
- Mechanical junk box (broken appliances with cords removed.)
- Visiting children at other centers
- Visiting elderly at senior citizen centers.

Getting Out in the Community

Ideas for field trips: parks, historical sites, businesses, factories, bakeries, bottling plant, fast food restaurants, police and fire departments, airport, post office, local tourist attractions (the places local residents never go to see). Most give school group tours, some provide free samples. If unfamiliar with community, call park department, other centers or local principals for ideas.

Brining the Community In

Many professionals are willing to come in and explain and demonstrate to a group their particular area of expertise. Parents are a good source!

Examples: dancers, police, firefighters, postmen, sculptors, puppeteers, theater groups, potters, dentists, etc.

Job Opportunities

Jobs can be a wonderful experience for young children. Start with applications and interviews. Use schedules and time cards. Provide compensation, if not money then non-sugar treats or rewards, e.g. extra time at the park, in the pool, etc.

Ideas for Jobs: cooking, cleaning, office chores, repairs, yard work, putting away supplies, caring for a younger child.

Space

Space and time to be alone is essential in a summer program. Children need time alone especially considering they are usually in a group with about 20 other children for a good part of the day. Spread them out so they have more room. Relieve overcrowding during meals, in bathrooms, on vans and buses, etc. Use spillover space in hallways and sidewalks to lessen the number of people in one area and the noise level. Establish definite rules about respecting others personal belongings. Plan time for the children to be alone and in small groups. Break up space as much as possible with bookshelves or dividers. Provide lots of ways of making hide-away places such as blankets over tables and empty furniture or large appliance boxes. Use alcoves, closets, cloakrooms, etc.

Rest Time

One hour is the normal resting time for school-agers, anything over that should be voluntary. Have plenty of cots, mats, pillows, blankets and sheets on hand. Some alternatives to napping and lying still are: listening to a homemade story tape, rubbing preschool or toddler backs, one child reading aloud to the rest of the children, reading books (have a summer reading contest), and resting outdoors under a tree.

Administration

Staffing

Changes in staff schedules are common in school-age care. Summer calls for full time 8 hour day positions instead of split shifts. If there's no money in the budget for this, look for volunteers

School Age Care Conference

Spectacular Saturday

Saturday, June 4, 2005
9:00-2:00

ASU Beebe—Student Center

For More information please call
ASU Childhood Services at
870-972-3055 or 1-888-429-1585



Director's Corner

from the school system, secretaries, teachers, older children, etc.—who have the summer off. If hiring extra temporary help, look for college students or teacher aides. Extra time for planning and staff meeting will have to be scheduled.

Transportation

Transportation can be a big problem but here are some ideas that may help: Use public buses, staff cars, trains, or taxis, ask parent or volunteers to drive, rent vans. Ask church or company's with a bus or van to donate or loan a vehicle. Walk—explore the



neighborhood. Borrow a vehicle from a social service agency. If it's a matter of overcrowding, plan shorter trips and take 2 loads.

Summer Safety

In order to provide a safe summer program, the staff and children need to know the safety rules and procedures.

- ♦ Develop guidelines for playground
- ♦ Post chart of emergency treatment
- ♦ Post emergency numbers posted by the phones
- ♦ Put together a First-aid kit
- ♦ Post a copy of treatment for insect bites and stings
- ♦ Have a least one staff person trained in CPR
- ♦ Provide workshops for staff.

Food

An all day program means lunch besides the regular snacks. Who will be cooking: Will the children bring their own lunches: Is there a box lunch program or

summer lunch funds in your community? If children will be bringing their lunches, provide parents with information on nutritious sack lunches. If the center will be serving lunch remember to have plenty of fruits, salads and cold soups, and second helpings for all. If overcrowding is a problem, arrange for the children to eat in shifts.

Extra Clothes

Be sure each child has an extra set of weather-appropriate clothes at school for those unexpected sills and falls in the mud. A swimsuit and towel will be necessary if swimming or water experiences will be part of the program. Try to arrange a place where these items can hang to dry. Clothes should be labeled, but if they're not, a good activity can be for the children to label their own.

Group Management Ideas

The following are some basic group management tips:

- ♦ Develop a well-rounded, interesting program—plan, plan, plan!
- ♦ Keep rules to a minimum, but consistently enforce them
- ♦ Allow children to participate in the decision making process of both rules and consequences of infractions.
- ♦ Plan the environment to avoid congestion and allow for smooth transitions.
- ♦ Use routines to help children with transitions but remember the importance of being flexible.
- ♦ State expectations positively—"We will walk in the halls,"

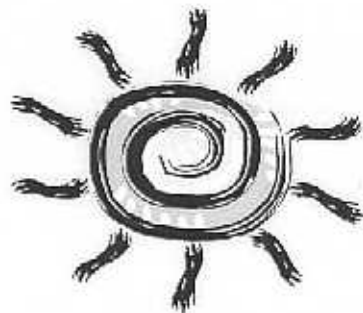
rather than the negative "no running in the halls."

- ♦ Be sure rules and routines are understood by all.
- ♦ Be fair and reasonable in your expectations.
- ♦ Listen seriously to and give feedback on children's ideas, questions, and concerns.
- ♦ Stress the positive in each situation. Rather than "Julio, you forgot the cups!" try, "Thank you Julio, for bringing the plates, forks, and napkins. We also need some cups, would you get them please?"
- ♦ Build self-confidence and self-esteem rather than using destructive sarcasm, belittling, or other verbal abuse.
- ♦ Help provide children with the security of structure and boundaries by setting clear limits, firmly defined and enforced but flexible enough to meet individual needs.

Summer Resources

Summer program tips, strategies and activities for school-agers 5-14 years old. Edited by Rich Scofield.

Summer Sizzlers and Magic Mondays by Edna Wallace.



Director's Corner

Surveying children and parents about satisfaction with the program, as well as suggestions and criticisms can help staff evaluate the summer and plan for next year.

Readiness Checklist for Summer

- ☐ Brainstorming goals—both individual and group goals for your children.
- ☐ Contact local parks, museums, tourist, attractions, swimming areas, etc. for information on what's available, when, costs, and any discounts for groups.
- ☐ Sit down with children and ask them what they want to do.
- ☐ Plan one or several themes for the summer to help add continuity to planning and activities.
- ☐ Send out a newsletter to parents to announce what the summer program will be like special themes, events, trips etc.
- ☐ Notify parents about any extra fees for field trips, materials, etc.
- ☐ If sack lunches will be necessary, let parents know what, when and some ideas on appropriate items to include and those to keep at home (e.g. bottles, perishables).
- ☐ First Aid box is re-supplied.
- ☐ Develop traveling first aid kit for trips, walks to the parks, etc.
- ☐ Brief staff on emergency procedures (e.g. fire drill) and day to day summer procedures to all children. Make sure new kids are aware of all regular rules and procedures.
- ☐ Update emergency phone number and medical information on children and staff.
- ☐ Prepare environment (re-arrange old activity centers, develop new ones, gather rest time equipment).
- ☐ Schedule teacher's and children's day
- ☐ Arrange transportation and food.

Rate Your Summer Program

- ☐ Can the children plan and carry out long-term projects?
- ☐ Do the children have adult help when needed but can carry out projects with some degree of independence and privacy?
- ☐ Do the children have opportunities to test the limits of their skills and strengths in activities such as climbing trees, taking hikes, and building fires?
- ☐ Can children choose to do real work around the center like painting or making minor repairs?
- ☐ Do the children find a large variety of games in the center?
- ☐ Can the children select games and activities they like, and ask and get good suggestions from caregivers as needed?
- ☐ Are caregivers or other adults available to show "how to" and teach interesting skills?
- ☐ Are activities offered that use special tools, such as woodworking and pottery?
- ☐ Are there opportunities for the children to earn money by doing chores in the community?
- ☐ Are there opportunities to leave the center and explore the community with caregivers or to swim, bowl or participate in other activities?
- ☐ Are there times for the children to be left on their own to find their own solutions to the "there's nothing to do" problem?
- ☐ Are there times for the children to be alone as well as in small or large groups?

Summer Activities

Independence Days

July is a good month for Independence Days. Beside July 4 in the USA, there is Dominion Day in Canada (July 1) and Bastille Day in France (July 14). There is even a July 24 observance in South America.



On July 14, 1789 the French Revolution began when citizens stormed the Bastille, a prison, in an effort to free political prisoners. On July 1, 1867 in Canada the provinces of Quebec, Nova Scotia, New Brunswick and Ontario formed a dominion. Other provinces joined later so that today there are 10 provinces and 2 territories. Locate these on a map. Get a feel for where they are located and what their names are.

What happened on July 4, 1776 in the USA? Locate Philadelphia on your map and the thirteen (13) state who sent representatives there. How many days do you think it took, by your calculation, for each state's delegation to travel to Philadelphia on horseback?

July 24, 1783 is the birthday of Simon Bolivar, known as "The Great Liberator" for his leadership in securing independence from Spain for Venezuela, Ecuador, Bolivia and Peru. What languages are spoken in these countries and where are they located? Make and display flags of these countries on their special day.



Maintaining Skills

Encourage reading during the summer.

Read aloud to the kids; let them read to you.

Let the kids share favorite books they like to read.

Provide a good place for reading enjoyment.

Paint or draw an illustration for a book.

Write a book for younger readers.

Provide access to good books; make them easy to bump into!

Let older children read aloud to younger children. This benefits both.

Visit the library to choose books.

Provide real textbooks for playing school.

Let the kids write a playscript based on a favorite book.

Set up a play store. Let the kids check newspaper ads for appropriate prices to put on items. The clerk can practice adding up the order; make change with play money.

Check out the different museums available in your community and what summer opportunities are available for children. There are art museums, science and industry museums, museums of natural history and historical museums. Each will have something different to offer.

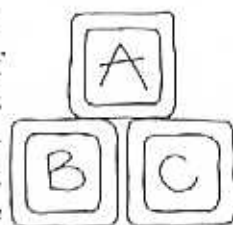
Play This Magic Trick

Tell someone you can guess their age and birth month. How? Use this formula: They take their birth month $\times 2 + 5 \times 50 +$ their age. They give you the total. You subtract 250. The first number you get is the birth month and the second is their age.

Example: 10 (October) $\times 2 = 20 + 5 + 25 \times 50 = 1250 + 6 = 1256$. $1256 - 250 = 1006$ (Oct./6 years)

Alphabet Race

Two teams, each with a full set of alphabet cards face up on a table. Each team lines up in single file. The leader calls out a word to be spelled (no double letters). The first player of each team runs to that team's own table, picks out the first letter and holds it up. The second player then runs to pick out the second letter, and so on. The first team finished wins a point. The game is over when one team has won a predetermined number of points. Players return to the end of the line after a word is spelled.

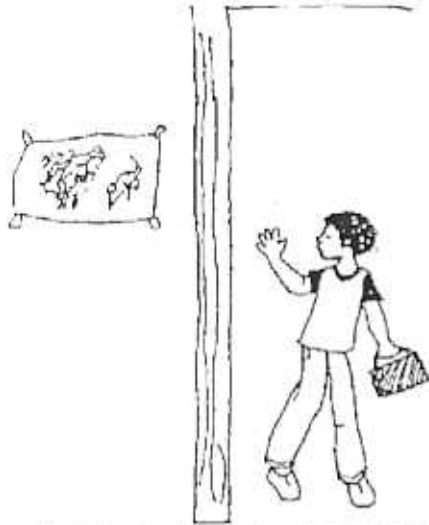


Make a Pinwheel

You will need a 5" square of construction paper, a new pencil with an eraser, and a straight pin. Fold the paper along both diagonals. From each corner cut along the diagonal toward the center but stopping $\frac{1}{4}$ " short of the center. Four blades will be formed. Fold the right-hand corner of each blade toward the center and overlap the tips enough to secure all four with one straight pin through the blade tips and into the side of the pencil eraser. The pencil will be the stick to hold the pinwheel.



Summer Activities



Summer Scene

When children arrive at the program, they've already had a few hours of living with their families which has created feelings -- sad, happy, angry, guilty, excited -- that spill over into the school-age program. The caregiver's greeting of "Good morning, Joel," and the caregiver's quick "tuning-in" to how Joel is as he comes through the door makes a difference in Joel's smooth transition from home to program.

Summer allows for long stretches where children can feel as though a particular piece of equipment is all theirs. During the shorter hours after school there never seems to be enough time. Providing many choices of activities helps facilitate longer periods of use per child.



A chance to have the blocks to himself today to build Joel's dream of a giant parking garage (just like where his Dad works).



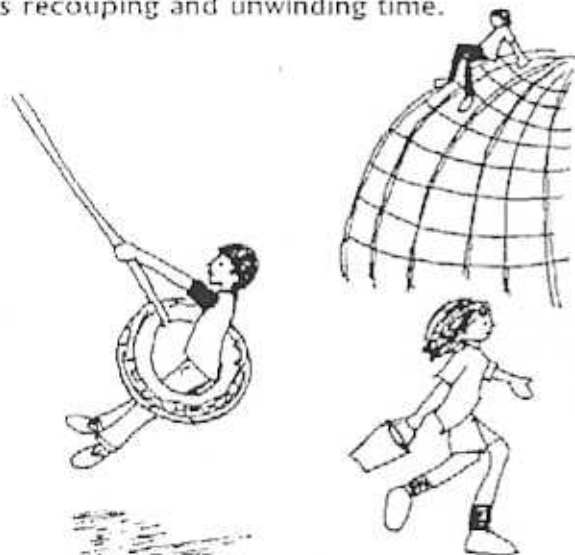
Small groups of children eating together at lunch offers opportunities to talk, to share, to build friendships. It also decreases the chances of out of bound behavior, which can occur more easily in large groups of children.

Up very early, most school-agers need a chance to let their bodies rest and unwind. This also helps prevent activity levels from spiraling upward and out of control.

Note: Sometimes 15-30 minutes in vigorous physical activity after lunch and before quiet (rest/nap) time helps children appreciate this recouping and unwinding time.



"Hey, Sam, I'm sure glad we can play cards instead of taking a nap like babies."



"It sure is great to be outside. I hope no one wants this swing."

Summer provides more hours for outdoor play. It's a great time to inject new energy into your program by bringing indoor type activities outside: blocks, painting, crafts, table games, even sit down group discussions.



"Mom, what did you think of my parking garage? Just like where Dad works, huh? Ms. Jones said I could leave it up 'til the morning."



Going home after a long but fun-filled day.

Arkansas School-Age Care Credential Survey

Arkansas School-Age Credential Survey

There has been some discussion/consideration given to the need for Arkansas to pilot a State School-Age Credential Program. The Division of Child Care and Early Childhood Education is interested in receiving your ideas to better meet the specialized professional development needs of School-Age providers throughout our State.

Please complete the following survey and return no later than: **June 10, 2005**

Agency Administering Program: _____

Child Care Program: _____

License #: _____ County: _____

Director of Child Care Program _____

Address: _____

Telephone #: (____) _____ Years of Operation: _____ #of School-Age Staff: _____

of School-Age Children: _____ Ages of School-Age Children: _____

Would you be interested in learning more about a State (Arkansas) School-Age Credential?

Would you be interested in serving on a committee to research the feasibility of a State School-Age Credential?

Comments/Suggestions

Please return to: Woodie Sue Herlein, Program Coordinator, ASU/Childhood Services, P.O. Box 808, State University, AR, 72467.